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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Problems of Human Nature

The only problems of Nature are of Human Nature. The elements have no problems. Inorganic matter, crystallized or crude, has no problems. Plants have no problems.

Man alone in the animal world has problems, and his life is a series of problems.

Problems follow no laws. There is nothing mechanical connected with a problem. A problem must be solved, must be dissolved, must be put in solution.

From babyhood and childhood through youth to the end of life human nature must face all new conditions as problems and must put them in solution physically, mentally or morally, socially or civically, industrially or commercially, ethically or religiously.

Fifty thousand million worlds in our universe, and unnumbered worlds in other universes, obey laws so exacting that none is ever violated. Electrons from near two thousand in a hydrogen atom to near a quarter of a million in an atom of radium are as obedient to their laws as worlds are to theirs.

From conception to cremation there is no act or thought that cannot be modified by some human influence. There is no minute in the womb or in the world that demoralization is not possible, that glorification is not equally possible.

Education is an attempt to know all problems, especially of childhood and youth, an attempt to put one problem at a time in solution until it is as clear as crystal, as transparent as filtered water or clarified air, and to know how to make it serve its highest purpose in the right way, in the right place, at the right time.

Education has no law that takes care of itself, that makes for virtue or righteousness unless it is rightly used by the individual, none that is not as useless as broadcasting unless the amplifier is ample for the wave length in action.

The Ten Commandments presupposed the use of the ox, but that has no application today unless we substitute automobile or airplane for the ox. No man is liable to go to the wrong place because he covets his neighbor's ox or his jackass, or to the right place if he covets his Pierce Arrow or his Ford.

Education attempts to have every one know what to do, how to do it, where and when to do it, what not to do, how not to do it, where and when not to do it, as he faces his own problems every hour of every day just where he is.

There is no subject method, no intelligence test, no abstract measurement that will fit every child in the smallest class of children of any age. Finger prints of a million persons are in card catalogues of the detective agencies of the world, but there is not one that can by any possibility fit two persons in all the world.

Education deals with problems of live individuals and not with mummies or manikins.

Mabel Carney's Friends

These are really wonderful Friendship Days, and none has quite equalled the "Night Before Sailing" of Mabel Carney for Africa, January 19. It was a Rural Folk Affair, but it was really wonderful.

Amelia Bengtson, Jerry Hester and Helen Heyl arranged the affair. Not many were invited to the "send-off," but a note to a few of Miss Carney's special friends suggested that perhaps a purse of four hundred dollars might be raised for some extras for her trip. The responses were so generous that a thousand dollars was given her that evening and all above that was returned to those whose gifts were most generous. Isn't that unprecedented?

Miss Carney is certainly in a class by herself. Some of us recall her appearance on the horizon in Minnesota, especially when she declined an invitation to be on the program of the Department of Superintendence in Richmond because she could not leave her work. She was scheduled to be one of a quartette of first appearances—with Mrs. Preston, Mrs. Stewart, and Miss Powell. It was the event of the week as it was, and few suspected what a part those four women were to play in American education.

Miss Carney's itinerary will be found on page 166 of this issue.

Adult Education

The Massachusetts State Board of Education in the multiplicity of its public service has had a recent conference on adult education, which, like all of its service, was letter perfect. As usual the whole affair was in the hands of the director of the department concerned, who in this case was James A. Moyer, director of University Extension. Dr. Payson Smith, Commissioner of Education, was the principal speaker, and put into a brief address the essentials of the conference topic. L. R. Alderman, the newly appointed director of adult education of the United States Bureau of Education, made his maiden speech in this service. Nathaniel Peffer of the Carnegie Corporation presented the history of the movement in its completeness. Frank H. Chase, president of the Massachusetts Library Club, made the best statement we have heard on the way in which libraries are really promoting adult education. Dennis A. Dooley made thrilling statements of the way in which the work has progressed until there are 37,000 adults in Massachusetts in University extension courses.

Miss Lila Neves of New Bedford made a report of what is being done in New Bedford, especially for all classes of aliens, emphasizing the skilful way in which it is being done. W. P. Sholto made an earnest appeal for local organizations of the Adult Education State Association. There was brief discussion by Superintendents Harvey S. Gruver of Lynn, John F. Cannon of Pittsfield, and Ernest W. Fellows of Gloucester.

But the spellbinder of the day was John Van Vaerenewyck of the Boston Trade Union College. His address was a revelation to us and evidently to most of the audience. It was a brilliant demonstration of the interest of labor organizations in all public school education, culminating in ardent devotion of labor to adult education.

Harvard in 1925

Harvard University has never stressed enrollment and never seeks publicity, but its scholastic rank has never been dimmed and its prosperity has never slackened. This makes its annual statement all the more significant.

The gifts to the University in 1925 totaled $5,170,000. Of this two gifts of $100,000, one of $50,000, one of $30,000 were anonymous. One legacy of $715,891 was for salary increases. Henry Clay Frick's estate added to its previous gift $929,776; Mrs. F. Gordon Dexter legacy was $367,800; estate of Joseph R. DeLamar, $350,000; class of 1900, $150,000; Mrs. Bennett Hubbard Nash, $200,000; General Education Board, $120,500; Mrs. William Dorr Boardman, $100,000; one of $58,352, two of $50,000, and one of $30,000.

Platoon System in Washington

The Platoon System will be one of the leading features, on the side, at the meeting of the Department of Superintendence. The most significant fact is the number and importance of the leaders in this movement. Among the prominent officials are City Superintendent William M. Davidson, Pittsburgh; C. B. Glenn, Birmingham; S. O. Hartwell, St. Paul; William McAndrew, Chicago; David B. Corson, Newark; Edwin C. Broome, Philadelphia; Frank Cody, Detroit; R. G. Jones, Cleveland; M. C. Potter, Milwaukee; E. E. Lewis, Flint; N. R. Crozier, Dallas; Herbert S. Weet, Rochester; Jesse H. Newlon, Denver; I. I. Cammack, Kansas City, Missouri; Paul C. Stetson, Dayton; P. P. Claxton, Tulsa; J. W. Studebaker, Des Moines; Charles C. Hughes, Sacramento.

There will be meetings Tuesday and Wednesday afternoons, with a banquet Wednesday evening.

Dr. Meiklejohn to Wisconsin

Dr. Alexander Meiklejohn's appointment by Glenn Frank, president of Wisconsin University, to the chair of philosophy in that university is the first notable achievement of President Frank, who characterizes Dr. Meiklejohn as "one of the great and gifted teachers of this generation." Nothing that President Glenn Frank could have done would have greater significance than this.

Dallas Lore Sharp

The most important magazine article we have read in the January magazines was in the Century, by Dallas Lore Sharp of Boston University, who is unquestionably the most interestingly important magazinist of the day. He has increased his literary power and extended his clientele famously in the last few years.

He deals with facts more scientifically than any writer of the day who popularizes information. His range of scientific knowledge of nature interpreted by human nature and for human nature is more varied than is that of any other writer. He has the art of using his vast knowledge as skilfully as he has scientifically arranged his information. His subject is "A Chair in Alcohol, Prohibition as a Required Course for America." In nine pages of Century he writes as fascinatingly on the Eighteenth Amendment as any one has written on any subject in any magazine in January, so far as we can discover.

It is the only presentation of the defence of the Eighteenth Amendment which we have read with patience. We have felt that the friends of the Amendment were chiefly made by the folly of its critics, but Dallas Lore Sharp presents the case so scholastically, so brilliantly that he disposes of its critics tantalizingly while he links up the whole question of prohibition with conservation so inseparably that there is no escaping the conclusions he draws.

Temple University

Temple University of Philadelphia, the creation of the late Dr. Russell H. Conwell, has selected Charles E. Baury, a Philadelphia lawyer and banker, as president. This university has rendered a noble service. It is one of the few educational institutions that has practically paid its expenses out of the student fees. There has been a feeling for some time that Temple University should have an endowment or should be taken over by the city for a city college. It is expected that the endowment will follow the acceptance of the presidency by Mr. Baury.

"Arrogance of Inexperience"

We have ready for use one of Dr. O. T. Corson's inimitable articles on the "Arrogance of Inexperience" of self-styled experts.

Teachers and schools have no more loyal, intelligent and brilliant champion than Dr. Corson has been for many years.

A year ago he was in California at State Association meetings, and though there was an array of eminent specialists no one had the same whole-hearted appreciation that had he.

The past season he was in programs in Boston and other New England cities when there were several of America's best platform men. No one captured New England more completely than did Dr. Corson.

The article which will get in action in our columns maintains his reputation for sanity and brilliancy.

Fifty Years of Purdue

By far the best account of university life of fifty years ago that we have seen is "Purdue University: Fifty Years of Progress," by William Murray Hepburn and Louis Martin Sears, both of Purdue University of today.

The first president, A. C. Shortridge, had a troublesome eighteen months in starting the university, which was largely a state institution. The University opened September 16-18, 1874. There were ultimately forty-six students in attendance. At the first examination there were thirty-nine applicants, all admitted, some conditionally. Later nineteen applied, seven of whom failed utterly and five were conditioned. The president's salary was $3,000. Each of the professors had a salary of $2,000 except the professor of "English and Drawing," whose salary was $1,500.

The faculty members and their families lived in "a dormitory intended to house six families in a state of continuous harmony."

When faculty troubles at once arose the trouble was blamed upon the fact that "all the members of the faculty live in the same house."

At the third meeting of the faculty it was resolved "that the faculty ask the executive committee to provide a signal bell sufficiently large, and to be placed so that it may be heard in all parts of the different buildings."

Every student must give a written excuse "that must be passed upon by the faculty as a whole."

It was also noted by the faculty, "that in the estimate of the faculty the use of profane language and intoxication is immoral, and the use of tobacco in any form is considered highly injurious."

"Unexcused absence of two weeks' standing involved suspension automatically." "Five demerits shall be deemed sufficient reason for advising the parents of the student who receives them, to take him home." Students were "prohibited from going to LaFayette after night without permission."

On May 27, 1875, "——— was charged with using profane and obscene language at the table, and with speaking of the faculty in a disrespectful and insulting manner under circumstances tending to create evil feeling among students against the faculty, and failed to give any satisfactory explanation of his course." He was expelled. Students were officially warned "against whispering and spitting on the floor." Students were "denied the privilege of carrying concealed weapons."

In the entire first year there were sixty-four students, thirteen in college classes, two specials and forty-nine in the preparatory classes.

In the second year sixty-six students were enrolled, sixteen in college courses, one special and forty-nine in the preparatory classes.

In May, 1876, Dr. Emerson E. White of Ohio became president of Purdue University. He was easily the most prominent public school educator of the West and standardized the Uni-

versity and nationalized it, but after seven years of noble and notable administration he resigned because his resistance of college fraternities was vetoed by the legislative appropriation.

From 1883 to 1900 the University prospered greatly under the leadership of President James H. Smart, From 1900 to 1921 the prosperity was intensified under the administration of President Winthrop E. Stone, but the standing of Purdue University in the state and nation has been magnified in every way in the closing three years of the half century and in the opening years of the second half century. It is too early for any adequate appraisal of the present administration, but it is not inappropriate to say that there have never been in the same number of years of any administration in this University, rarely in any university, anything comparable to the leadership of President Edward C. Elliott.

It is a privilege to be able to say that Presidents White, Smart, Stone, and Elliott of Purdue University have been personal as well as professional friends, whose friendship has been most delightfully inspirational.

Commissioner Tigert's Report

Nothing in educational progress is so satisfactory as the growth in service and in efficiency of the United States Bureau of Education. The enlargement of opportunity, the improvement in responsibility, the quality as well as the quantity of service rendered have been as much better and greater since Dr. Tigert came into office as the entire change from the days of John Eaton to those of Dr. Claxton.

It is the first time that the Bureau of Education has had an opportunitay to render really important service.

When one thinks of the conditions under which Dr. William T. Harris, Dr. Elmer Ellsworth Brown and Dr. P. P. Claxton worked it is amazing that they achieved so much. They had no money and no accommodations.

The one thing that everyone in attendance at the Washington meeting should do is to visit the building of the Department of the Interior and see the really luxurious apartments and appointments of the Bureau of Education.

What Next?

"Charleston" is recommended by Dr. Herbert R. Stolz, state director of physical education, of California. He says: "The Charleston is a vigorous dance—very vigorous. It is good exercise, and exercise is the best health tonic."

Hotel Raleigh, Washington, will be the headquarters of the editor of the Journal of Education February 18 to 28.

Unprecedented

Daniel H. Bradley, who has been a member of the Somerville, Massachusetts, School Board for twenty-two consecutive years, having declined a re-election, was tendered a banquet at which it was announced that the next school established should be named for him, and five hundred dollars in gold was presented in appreciation of long and distinguished service on the School Board. These have been years of wonderful growth in the school enrollment, and more significant in building and equipping buildings and grounds with the latest and best of everything. Mr. Bradley has stood for progress on all occasions and along all lines. Such public recognition of long and efficient service on a school board is unprecedented so far as we know.

International Oratorical Contest

After two famous national high school oratorical contests in which Los Angeles won the first contest, and Birmingham the second, the twenty-eight newspapers sponsoring the movement are announcing an international oratorical contest for students under nineteen in public, private and parochial high schools. The United States, France, England, Germany and Mexico already have decided to enter competitors. There will be a series of independently organized contests, the winners of which will come together in a number of meetings during the summer and autumn. The eliminating contests will begin April 2. They will close with the winners in each country appearing in Washington October 15. The seven American contestants will be determined in June, and they will be given a summer tour in Europe.

On the American contest committee are Frank B. Noyes of the Washington Evening Star; Adolph S. Ochs, New York Times; Walter A. Strong, Chicago Daily News; William L. McLean, Jr., Philadelphia Bulletin; Frederick I. Thompson, Birmingham Age-Herald; R. E. Stout, Kansas City Star, and Harry Chandler, Los Angeles Times.

Appreciation of Katherine D. Blake

One of the notable features of the Washington meeting will be the dinner in appreciation of Katherine D. Blake on Monday evening, February 22. Miss Blake occupies a position of special prominence in the professional world and is the senior woman in professional service in the National Education Association, and the dinner in appreciation of the completion of fifty years of public school service in New York City will appeal to those who will be in Washington for the superintendents' meeting. Miss Caroline S. Woodruff, Castleton, Vermont, is chairman of the committee arranging the details. The dinner will be at the New Willard.

Mark Keppel's Masterpiece

Mark Keppel, superintendent of Los Angeles County, as president of the California Teachers' Association, repeatedly demonstrates high qualities of statesmanship and economic masterfulness. His recent report on "What Constitutional Amendment No. 16 Has Done for the Schools," published in Sierra Educational News, is a document of great value nationally as well as locally.

"This amendment was prepared by the California Teachers' Association for the purpose of increasing school support from the state and from the counties, and for the purpose of equalizing educational opportunity. The campaign for this amendment cost the California Teachers' Association a trifle less than $14,000. More than one-half of this sum was expended in the preparation of the amendment and in getting it on the ballot by means of petitions signed by more than 110,000 electors.

"The laws governing the apportionment of the school funds were framed with the sincere purpose of equalizing educational opportunity by lifting the crushing weight of poverty from the schools that were rich in children and poor in money. As a rule, populous centres have large average wealth per child, and sparsely inhabited areas have small average wealth per child.

"The elementary base of income from the state and county is $30 per pupil in average daily attendance for the next preceding school year. The state provides $30 per pupil on average daily attendance in the next preceding year, but does not distribute at $30 per pupil to each county.

"Two bases of distribution are used; namely, the statutory teacher, and the average daily attendance basis. The statutory teacher is a legal entity but not an actual teacher. Districts whose average daily attendance is more than five and not over thirty-five are allowed one statutory teacher. Districts with a larger attendance are allowed an additional teacher for each additional thirty-five or fraction of thirty-five units of average daily attendance.

"When any district has 300 average daily attendance, it is allowed another statutory teacher. This additional allowance is made for supervisory purposes. For the benefit of those school districts which have less than 300 average daily attendance, an additional statutory teacher is allowed for each 500 or major fraction of 500 pupils in average daily attendance in those districts. A statutory teacher is also allowed to any district which has 5, 6, 7, 8 or 9 crippled or deaf or blind pupils in average daily attendance.

"Each county is required to provide $30 per pupil in average daily attendance, and if the state furnishes that county more than $30 per pupil, the county must furnish an amount equal to that which the state furnishes. These funds derived from the state and the county are apportioned to the various school districts, first—at $1,400 per statutory teacher, and then the remainder of the State School Fund and of the County Common School Fund and is apportioned pro rata on average daily attendance within the county to the various school districts.

"As the result of careful forethought the school districts which employ only one teacher secure relatively the largest amount from the state fund, and the counties which have relatively the largest number of one-teacher school districts secure relatively the largest amount of money from the state school fund. A school district which has an average daily attendance of 5-plus will receive $1,400 from the state and the county, and of this amount $1,120 belongs in the teachers salary fund, and $280 belongs in the maintenance and library funds. Such a district will receive at least $25 on average daily attendance from the state and an equal amount from the county, thus giving it an increase of $40 in its teachers salary fund and $10 in its maintenance fund. This means that the state and county provide at least $1,160 for the salary of a teacher in a district whose average daily attendance is less than six and more than five.

"Only a small amount of money is needed for library purposes in such districts, so that the district actually has available for the salary of the teacher, from the state and county, at least $1,300.

"There seems to be a popular notion that California has a minimum salary law. Such is not the case. There is nothing in the law which restricts the number of teachers that a district may employ—except the smallness of its income, and the good judgment of its school board.

"Experience shows that in school districts with a large average daily attendance more teachers must be employed than the number of statutory teachers allowed to those districts, and that in consequence of this necessity, such districts must supplement their income from state and county funds by district taxation.

"The State School Fund does not belong to any county or to any school district until it has been apportioned to the county or to the district by the authorities authorized by the law to make such distribution. While it is true, theoretically, that the state has provided $30 per pupil in average daily attendance for each pupil in the state, it is true in practice that the average amount distributed per pupil in the fifty-eight counties of the state varies materially.

* * * * *

"In providing additional funds and in the distribution of additional funds, everything was done that could be done fairly to equalize educational opportunity with the limited

amount of state and county money available. It was evident that absolute equality had not been provided, and could not be provided because the funds as fixed by constitutional provision were inadequate. It was believed, however, that no district would use this increased income from state and county to relieve its burden of district taxation for the support of its own schools. Experience shows, however, that a very considerable number of school districts used the additional state and county help, not for the benefit of the schools but for the benefit of the local taxpayers.

"It was believed with the utmost confidence that a substantial increase in the length of the school term would follow the increase in school funds, but experience shows that shortened terms, or terms scarcely changed in length, followed in too many counties.

"The question as to whether an increase is really large or small depends always upon the base on which the increase is figured: Shasta County shows an increase of 28 days; Tuolumne shows an increase of 26 days; Eldorado shows an increase of 23 days; Mariposa shows an increase of 23 days; Butte shows an increase of 20 days; Placer shows an increase of 20 days.

"These are wonderful increases for the counties in which they occurred, but the length of the term in each of those counties is still many days below the state mean. This fact naturally gives rise to the question whether the local districts have not themselves prevented an equality of educational opportunity by refusing to carry locally a fair share of the educational load.

"One conclusion from this report must be that the real value of education is not yet adequately appreciated in many districts in the state, and that there yet remains a wide opportunity for necessary missionary work in carrying the gospel of education to the school authorities, until every school board and every school official shall realize that the only slavery is the slavery of ignorance, and that the only freedom is the freedom of intelligence."

Misplaced Latin

By JACQUES W. REDWAY

Mt. Vernon, N. Y.

I read William D. Allen's article bearing the headline "Do We Misplace Latin in the High School?" with unusual interest. In my own opinion the answer to the question should be "yes." Mr. Allen's article is a convincing argument in a style that is clear and scholarly. It is an example of ripe thought in the best of English. He considers the utilitarian aspect of the study to an extent that warrants a conclusion. I wish to present an argument, not for the study of Latin as it is taught in the high school, but for a better course of instruction that possesses both utilitarian and cultural features.

One who can express one's self clearly, forcibly, and concisely in good English is the master of tremendous power; indeed, such a mastery of the mother tongue is the foundation of education. We usually hold up the Holy Bible and Shakespeare as the best examples of literary English classics. But could we worry along with a vocabulary limited to that of the Bible—or of Shakespeare? Nay, nay, never. We should find ourselves in a turmoil, unable to carry on the intercommunication which even the necessities of life demand. The vocabulary of Shakespeare was limited to about 12,000 words, some of which are obsolete. The King James version of the Scriptures contains a much larger number of words owing to its wider scope, and also to the great number of proper names. The vocabulary of both would be absolutely inadequate for English-speaking people today. It is doubtful if the whole vocabulary of the English tongue in the time of the Elizabethan period exceeded 40,000 or 50,000 words, proper names excepted. An unabridged dictionary of today contains 450,000 words.

Whence come the additions? The answer is easy. A very large number is culled from the Latin—some directly; others indirectly through the French tongue. The inflow of French words began with the Norman conquest; it continues to this day. The inflow of Latin words has been continuous for nearly four centuries. They have been drawn into use to meet the demands of law, literature, the arts, and the sciences.

The Lord's Prayer as it appears in the Book of Common Prayer contains about fifty different words. Five of these, "trespass," "temptation," "deliver," "power" and "glory," are from Latin sources; two, "temptation" and "glory," are directly from the Latin. Probably less than ten per cent. of the English language in the time of King James consisted of words taken from the Latin. Now, take any standard Latin lexicon and make a canvass of one or two thousand consecutive words. About one in every five—perhaps the ratio will not be so great—will be familiar. The familiar words are those which have been incorporated into our working vocabulary.

My professional work has been in the field of geographic science; nevertheless I regard Latin as the study that has been of greatest value to me. As a student I had four years of it in two preparatory schools. In the first two years I made greater progress than in the ten years following. The second two years was time wasted. The instructor, nicknamed

"Protasis and Apodosis"—and abbreviated to "Old Prot"—was something of a character in his way. Tradition had it that he knew Andrews and Stoddard's Latin Grammar by heart. His mental growth ceased at that stage. Beyond and on either side of that field of knowledge his mind was an intellectual vacuum. As his classes were conducted the study of Latin consisted merely of the memorizing of paradigms and rules, and translations that were absolutely literal, whether correctly expressed in English or not. That was over sixty years ago.

I imagine that Latin teachers of the style of Old Prot would fare badly nowadays. Nevertheless, if textbooks, courses of study, and the results of Latin teaching as I have seen them in the past few years are evidence, there has been no material change in the teaching of Latin in the succeeding years. Of Old Prot's methods as practiced upon myself, I recall but one thing—namely, a report in which I was declared to be "too incomparably stupid to learn even the rudiments of Latin."

But it strikes me that a language which has contributed such a vocabulary of indispensable words to our mother tongue deserves to be studied for its own intrinsic value—quite as much for the words themselves as for the thoughts of the writers of the classics who put meaning into them. Every Latin word drawn into the English language is the tomb of a thought—a sealed history of a dead past. Moreover, the cultural aspect of the study of Latin words—perhaps Mr. Allen will not agree with me in this respect—is quite as important as the utilitarian aspect. Through the cultural study of words one learns not only how to choose the word that shall give the right shade of meaning; one learns also how to bring to life the sleeping history it contains.

The world "deliver" in our Lord's Prayer comes to us directly from the old French "delivre." Farther back it is derived from the Latin "liber." Now the primitive meaning of "liber" is "something stripped off"; then, concretely, the bark stripped off a tree; still farther along, the inner bark of a tree made ready for the scrivener; then the manuscript of the scrivener; finally the "book" and the "library." The history of the abstract use is simpler. To strip off is to set free; hence the verbs "liberare" and "deliberare"; and to "deliver us from evil" is to set us free from evil, and apart from it.

Pretty nearly every Latin word adopted into English has its concealed meanings—the cerements of thoughts dead but yet living. For instance: "tribulation," a threshing mill; "redeemed," bought back; "capricious," cavorting metaphorically like a goat; "exonerate," to unload a burden; "charge," to load a chariot; "stipulate," to draw straws; "salary," a Roman soldier's allowance of salt; "chloroform" (a combination of a Greek and a Latin word), green ant; "Jupiter," the heaven father; "manure" (a contraction of maneuver), hand made; "proletarian," offspring given to the country as soldiers, in lieu of payment of taxes; "porcelain," a little pig—and a thousand other examples equally instructive.

If the utilitarian feature implied in Mr. Allen's article and both the utilitarian and the cultural features set forth in the foregoing paragraphs were made the basis of the study of Latin I should have greater confidence in the results obtained than I have now. On the whole, I am inclined to agree with Mr. Allen.

Clean

By Edgar A. Guest

I want that boy of mine to be
  Square to the last and final letter;
From taint or cunning wholly free.
  I want him to love honor better
Than victory and silver things
  Which contest in a struggle brings.

"Clean as a hound's tooth!" that's the phrase
  Once by our leader Roosevelt spoken,
Who loved the sportsman's manly ways,
  And valued truth beyond a token;
Better to lose with conscience clean
  Than win by methods false and mean.

I want him to observe the rules,
  Be fair in desperate circumstances;
To know that cunning's used by fools
  Who fear to take the harder chances!
That with the victory of deceit
  The victor quits the field a cheat.

I want him to play hard to win,
  But not make victory his master;
Whatever game he enters in
  Though he must triumph or disaster
I want him coming home a man
  As clean as when the game began.

Oh, boy of mine, let sportsmanship
  Never for any gain desert you;
If on yourself you keep your grip
  There is no failure that can hurt you;
You shall have more than prizes mean,
  If you have kept your record clean.

—From The Harding Star.

The Child, the Teacher, and the Public

By DR. JEREMIAH E. BURKE

[From latest Annual Report as Superintendent of Boston.]

All men possess certain unalienable rights, says the Declaration. They have not been endowed with these rights by a monarch, nor by an absolute state, nor by any human agency. The Declaration is specific: "All men are endowed *by their Creator* with certain unalieuable rights."

There are certain well-defined rights that are natural, inherent in all men. More than that, they are God-given and irrevocable. They precede all human governments, and may never be arrogated by the caprice or cupidity of man.

CHILDREN'S RIGHTS

Volumes have been written concerning the rights of men and in these later days contributions upon the rights of women have been equally voluminous, but pronouncements asserting the rights of children have been few. And yet children and youths have rights as specific and as deserving of recognition as those of adults.

It is the right of children and youths to grow and develop; to acquire correct habits, physical, emotional, intellectual and spiritual; and under the most competent guidance to be educated to the highest possible extent compatible with their capacities and endowments; to the end that as individuals and as members of society they may occupy those stations in life for which they are best qualified by nature and by training, and that therein they may discharge duties, perform services, and enjoy the blessings of liberty more abundantly than they could in any other place or sphere in life.

Obviously, through misdirection or neglect these physical, emotional, intellectual and spiritual habits may be distorted or perverted, and the child's life in consequence be ruined. These habits must be formed gradually and systematically under very skilful guidance. To insure anything approaching correct habit development the child should remain under expert instruction until he is at least fourteen or fifteen years of age. Beyond this period there should be provided attendance upon continuation or part-time school for two years longer, so that the child may remain under the direction, supervision and control of dispassionate stewardship during these very critical years.

PARENTS' RIGHTS

There is considerable discussion concerning the extension of the compulsory school attendance law from fourteen years to fifteen, or to sixteen. There has been recently nation-wide debate about the control of children. But through all this controversy we have heard much about the rights of parents. I think there is a rather general agreement among reasonable people that the child belongs not to the state but to the parent. Most thinking people will concede that the responsibility for the education of the child belongs primarily to the parent; and that whenever the child's education satisfies the legitimate requirements set up by the state, then the state should not interfere. But I desire to emphasize the point that, while there should be no encroachments upon the inherent rights of the parent, nevertheless, the parent's own duties must not be neglected or abridged. Fundamentally the parent is responsible for the physical, intellectual, emotional and spiritual training of his child.

WHY CHILDREN LEAVE SCHOOL

It may safely be affirmed that school folk in general heartily favor the extension of the compulsory school attendance age. But they have some reservations. Many believe that not merely contemporaneous with such extension, but actually preparatory thereto, there should be effected a radical reconstruction in school programs. And here the very pertinent question arises: Why do children leave school between the ages of fourteen and sixteen?

Various studies that have been made show conclusively that the cause is not altogether economic pressure. Large numbers of children leave school because of dissatisfaction or of distrust, or from a conviction that the school is not providing the kind of instruction that they individually need. To raise the compulsory school attendance age in Massachusetts from fourteen years to fifteen or sixteen, and thereby compel children who have left school because of dissatisfaction to return to the selfsame conditions under which they revolted, is illogical and heartless. So, if we contemplate raising the compulsory school age in the future, let us modernize our curriculum. Let us so adjust programs that the children who are retained in school will find themselves liberated rather than imprisoned.

TWO THEORIES OF EDUCATION

Here we find ourselves confronted with two theories, old as Time itself. There are those who would train all children alike, and there are others who would educate all differently. There is much to be said in support of unifying ideas and ideals in a democracy. United we stand; divided we fall! There is need of agreement in the interpretation and application of fundamental principles. With all the variations in human nature there are more resemblances than differences. Hence, in education for democracy we should aim to magnify resemblances and minimize differences. We must preach and teach and practice equality and brotherhood. We must establish everywhere points of contact. We must avoid everything that savors of caste, or class, or clique by stressing the many things we hold in

common--our common heritage and traditions, our common ideas and ideals, our common historical events, our common incomparable heroic characters, our common bonds of comradeship, our common humanity, our common elemental nature—in a word, all our common and treasured possessions.

All this is an argument in favor of what is called "mass education"—that sort of education which is going on in the classrooms and upon the playgrounds of the nations, where diverse groups lose their heterogeneity and become homogeneous in attachment and devotion to American idealism.

Nevertheless with all our resemblances, and with all our gregariousness, we are individuals. "In all the collected data concerning the human kind, so scientific psychologists tell us, the chiefest thing learned has been the greatness and variety of individual differences." Everywhere in nature are infinite variations in type. Amidst the world's phenomena there is nothing more remarkable than this—that out of all the hundreds of millions of human beings, no two are alike. And more mysterious still, each is free to do as he pleases. You and I may choose between right and wrong and no fellow-being may prevent us. I have freedom of will; I can use or abuse it, and every other individual may do the same.

We are isolated in our individualism. The transcendent joys and the insufferable griefs of life, we experience alone. Time and time again before Orcus, you and I go down to the deep river and no Charon is there to ferry us across. While education in a democracy, therefore, should prepare for co-operation in the common idealism and the common purposes of society, likewise, so far as possible, it should equip the individual for the performance of those peculiar tasks and duties for which nature seems to have qualified him.

INDIVIDUAL DIFFERENCES: EQUALITY OF OPPORTUNITY

This recognition of individual differences is the greatest boon that has come to children since the dawn of time. The adaptation of education to variations in types of children brings us into harmony with the fundamental principles of the Declaration of Independence. Equal opportunity in a democracy implies that every boy and girl—whatever be his or her especial equipment—shall have an even chance with his fellows to develop to the very utmost according to his capacities and endowments. And he must be given every reasonable encouragement by society to so advance.

Manifestly, there is not equality of opportunity if we throw open our gates of learning and welcome the student who desires to become an engineer and close our doors in the face of the youth who aspires to be a master craftsman. Likewise, there is no equality of opportunity while we guarantee the highest kind of preparation to the girl who would become a teacher in a high school or college, but fail to give the proper training to her sister who believes that her career should be that of mother of a household.

Upon city, state and nation is imposed the grave responsibility of providing unlimited educational and vocational facilities for the education of our children and youths. As groups appear or are discovered that require special training, varied and diversified avenues of instruction must be opened up to receive them. This is the program of the Boston public schools. Replacing rigid and uniform courses of study, curricula have been modified and reconstructed to satisfy the varying aptitudes and capacities of groups of children, all equally deserving, all endowed with equality of rights and entitled to equality of opportunity. Through this policy Boston is solving the question of why children leave school. Boston has discovered that if these varied opportunities adapted to their special needs are offered to boys and girls, then these pupils will not leave school; they prefer to remain. We are proud—indeed it is our proudest educational boast—that such a large proportion of boys and girls are found in our higher grades. You have sometimes heard it said that only a small proportion of pupils who enter the first grade persist and reach the higher schools. Unfortunately, reliable statistics are not at hand; but from the rough figures available I am led to believe that approximately sixty-five per cent. of the boys and girls who enter the first grade in Boston arrive at the high school. We know for a certainty that about seventy per cent. of those who enter our high schools actually graduate therefrom. Let us popularize the schools. Let us make them attractive. Let us place them directly in the pathways of our boys and girls as so many opportunity ladders whereby pupils may climb upward and onward toward achievement; and the problems of delinquency and elimination to a corresponding degree will become solved.

ADEQUATE SALARIES

It is obvious that this pioneer work—the differentiation of curricula, the extension of educational opportunities, explorations along uncharted courses—calls for a highly efficient corps of teachers and administrators. In the last analysis, the school reflects the teacher. The essential prerequisites for a progressive school system are adequate scholastic and professional training for teachers, skill in technique acquired through experience, and a salary schedule sufficient to attract and to hold the ablest possible instructors. Everything should be done to enhance the dignity of the teaching profession. Professional standards should be advanced until teaching takes its place on a parity with the other learned professions. Teachers are idealists. In order to live, however, they must have food and clothing and shelter. They are entitled, furthermore, to the luxuries that are enjoyed by craftsmen in other pursuits. Where salaries are low and the

instruction in consequence is mediocre, not only is an injustice done the pupil but the progress of democracy is impeded. Salaries should be sufficiently high to attract the best men and the best women; otherwise the schools are a failure. I make no apology whatever for pleading for higher salaries for teachers. The teachers in our schools are performing a service so patriotic and so vital that without it the future of the Republic would be imperiled.

In outlining a school program of the type herein described, we are met with the objection that it is ambitious, expensive, and a burden to the taxpayer. Our reply is that democracy itself is expensive. It has cost the world its best treasure in blood and in human sacrifice, and if democracy is to be preserved citizens must continue to make sacrifices in its behalf. If we really believe that the bulwark of American democracy is ideal education, then we shall acknowledge that educational parsimony means political bankruptcy. The opening up of unlimited educational opportunities for boys and girls unquestionably involves a large expenditure of public funds. You cannot have these types of education and not spend money, and the survey made by Dr. Ayres a few years ago is convincing proof that those localities expending most liberally have the best schools, and that those parsimonious in school expenditures are discreditable to the nation.

THE EDUCABILITY OF THE EMOTIONS

I recall that several years ago school men were accustomed to repeat the slogan, "Send the whole child to school." It was excellent pedagogy. The philosophy of the school men of those days was influenced by the teachings of the great educators who throughout the ages have differed little in their interpretation of the objectives of education. Invariably these masters of education have insisted that the training of children and youth should be not fragmentary, but symmetrical. They never advocated an intellectual aristocracy. They exalted the training of the intellect because it is God given, and hence should be developed to the highest possible extent. But they always maintained that the training of the intellect alone is insufficient. They always sounded a warning against the training of the intellect at the sacrifice of natural and spiritual endowments. They repeatedly pointed out that the sharpening of the intellect without at the same time wisely developing the spiritual qualities tended to produce cunning knaves and rascals to become a perpetual menace to society.

With all their recognized virtues, the American people are very mercurial. We are lacking in emotional stability. We are the prey of false notions and absurd doctrines. We rush to extremes; rarely do we pursue the golden mean. We change our personal and political views with amazing rapidity. For instance, yesterday boxing was vulgar, today prize fighting is patronized by leaders of good society. We elected a President because he kept us out of war, and then we persecuted him because he had visions of world peace.

In times of stress and storm the intellect deserts us and the emotions assume control. The adroit politician well understands this phenomenon. In the closing hours of a political campaign he appeals not to the intellect but rather to the emotions, the passions and the prejudices of the electorate. And he rarely fails to get the desired reaction. The emotions have been too long disregarded and neglected in education. The result is that they either have been repressed or have gone uncontrolled.

The emotions should not be repressed; rather they should be trained, directed, cultivated, and made to serve their lofty purposes. They should be dominated by the will, which in turn should be subservient to conscience.

It may be interesting to know that the superintendent has appointed a council of teachers representing the various types of schools and grades of instruction to make an exhaustive, scientific study, and to submit in due season a report on the educability of the emotions. It is believed that this study may embody information and suggestions as a basis for a course of study. May we not expectantly look forward to the time when, as the result of education, the emotional nature of our people, ceasing to be the plaything of the charlatan and the demagogue, chastened and refined, will repel whatever is vicious and unlovely, and like the heliotrope following the sun will respond obediently to everything that is wholesome and pure, holy and sublime.

FAITH IN THE FUTURE.

For either consciously or unconsciously all worthy citizens are living for the future—for their children, their convictions, the institutions of their country. Thus do we all avow our faith in the future and in the agencies that are to solve its problems. Nevertheless, there exists today a veritable reign of criticism, pessimism and cynicism, much of which is directed against the youth of the nation. These unwarranted accusations should not go unchallenged. Unless these indiscriminate assaults are resented, youth may come to distrust its own nobility, with all the seriousness thereby entailed.

Our boys and girls are not dishonest, lawless or immoral. Their standards of living are not lower than those of the generation that condemns them. It is true that in the exercise of what has been called the "newer freedom" youngsters frequently appear absurd and silly. But their frivolities are superficial. At heart they are sound. They are less conventional than their forbears and, may I add, a trifle less hypocritical. They are living in times abnormal, following a war in which everyone with nerves has experienced shell shock. Let us

adults engage in a little introspection, a little examination of conscience, and we may discover that we ourselves have changed materially since 1914—except here and there an immovable Sphinx. And as we seriously meditate upon the fact that these boys and girls are offsprings of our own loins, products of our own training, veritable reflections of our own selves, we may arrive at the sensible conclusion that after all these youths of ours are splendid folk—vigorous, exuberant, impulsive, teachable, straightforward, idealistic, and altogether clean.

It was a religious custom of the Persians of old to erect upon their highest mountain tops fire altars, on which there blazed a continual flame. Pious priests with religious fervor kept perpetual vigil over these altars, because they believed that the flames were of celestial origin; that they had been kindled from heaven. These priests were clothed in stainless garments, their bodies were immaculately clean, and their hearts were supposed to be uncorrupted.

One hundred fifty years ago, upon the hill tops of our national life, the Fathers of the Republic erected fire altars and dedicated them to the eternal principles of civil and constitutional liberty. The whole American people in all the intervening years, as a consecrated priesthood, have cherished, nourished and tenderly fed these sacred flames. The vigil has been universal. Fortunately no single group of citizens alone has been entrusted with this sublime service. Nevertheless, it has been the paramount obligation as well as the peculiar privilege of the teachers of the nation to stand sentinel in holy places. And to all the schools have come long processions of children, attracted by the light and the warmth and the glow. Their garments may not always have been stainless nor their hands especially clean, but their thoughts have been innocent and their hearts pure and undefiled.

And at the fire altars of the classrooms these young devotees have lighted, each his own individual torch of patriotism—of love and fidelity to a common country—and each and all have gone their various ways still guided and illuminated by the Torch, and they in turn will pass the Living Spark of Hope and Faith onward to the succeeding generation of free-born American children;—to the end that the fires of civil and religious liberty so sanctioned by the Fathers may continue to burn with undiminished brilliancy, that an educated democracy may ever remain the beacon light of the world, and that government of the people, by the people, for the people shall not perish from the earth.

Don't You?

By Edmund Vance Cooke

When the plan that I have to grow suddenly rich
Grows weary of leg and falls into the ditch,
And scheme follows scheme
Like the web of a dream
To glamor and glimmer and shimmer and seem,
Only seem;
And then, when the world looks unfadably blue,
If my rival sails by,
With his head in the sky,
And sings "How is business?" why, what do I do?
Well, I claim that I aim to be honest and true,
But I sometimes lie. Don't you?

When something at home is decidedly wrong,
When somebody sings a false note in the song,
Too low or too high
And, you hardly know why,
But it wrangles and jangles and runs all awry,
Aye, awry!
And then, at the moment when things are askew,
Some cousin sails in
With face all a-grin,
And a "Do I intrude? Oh, I see that I do!"
Well, then, though I aim to be honest and true,
Still I sometimes lie. Don't you?

When a man that I need has some foible or fad,
Not very commendable, not very bad;
Perhaps it's his daughter,
And some one has taught her
To daub up an "oil" or to streak up a "water";
What a "water"!
And her grass is green green and her sky is blue blue
But her father with pride,
In a stagey aside
Asks my "candid opinion." Then what do I do?
Well, I claim that I aim to be honest and true,
But I sometimes lie. Don't you?

—From "Impertinent Poems," in Saturday Evening Post.

Technique in the Recitation—IV

By JOHN B. OPDYCKE

New York City

We believe in the socialized recitation with the teacher always felt by the pupils to be in charge, and we believe in it because (1) it furnishes the atmosphere of social activity; (2) it trains in initiative and self-confidence; (3) it teaches the proper respect for and use of responsibility; (4) it begets self-control, builds will-power, and develops judgment; (5) it satisfies the urgent inherent demand for "active participation" in proceedings felt by every pupil of high school age.

We believe also in the club or parliamentary recitation occasionally, but, again, with the teacher always consciously and conscientiously in charge. It also has its positive values and its positive dangers. It should probably be used only in connection with literature or oral English or special class functions. It probably more often retards than helps in grammar and spelling and composition, subjects in the handling of which the teacher's guiding hand is of paramount importance.

For the teacher of such subjects, the laboratory recitation is probably the most fruitful of results. By this is meant the recitation in which all members of a class are working as pupils in a chemical or physical laboratory, "each in his own sphere." Some are working at the boards, some at the desks, some are on their feet reciting, each is working at the task best calculated to help him, and the teacher is circulating among all, lending a hand wherever necessary. The recitation assignments may be individual in a small class, and no two pupils may be working at quite the same task. In larger classes the assignments may be meted out by rows, or by special recitation groups, assorted and provided for previously by the teacher. The successful conduct of the laboratory recitation requires close-up planning. Efficiently planned, it may be used to individualize work as no other recitation method can. We have seen it used so successfully in composition as to make personal conferences quite unnecessary. It is *par excellence* the method for individual pupil training and adjustment. But no teacher should attempt it unless he is sure he can manage a situation that makes numerous exacting demands upon him. He must be here, there, and everywhere all the time. He must have an eye on all hands, the while he is giving personal attention to the struggles of some one pupil with a troublesome word. Within the four walls of the classroom, the laboratory recitation requires, more than any other type, that the teacher be omniscient not only, but omnipresent as well. He will learn by sad experience, if not otherwise, that everything depends upon his plan.

THE ART OF ASKING

It was said above that the good lesson plan should contain some well-thought-out, thought-provoking questions. Perhaps more time is wasted in teaching, and especially in English teaching, by awkward, unpointed, and haphazard questioning than in any other one phase of teaching. Here are a few question types that should be avoided in the cause of economy and common sense: The puzzle question which nobody can answer with certainty, and the answer to which would have no value if it could be guessed: "Why was Wamba a fool?" (A child once replied: "Because he was a wise man!") The leading question which always lets the cat out of the bag: "Quentin had somewhat the nature of a vagabond, hadn't he?" The general question which calls for the waving of hands in the air while the questioner (usually a school supervisor or a Sunday school superintendent) passes on without extending the courtesy of a count: "How many liked Herve Riel?" The yes or no question which calls usually for a nod of the head or a monosyllabic response, and which insults the pupil's intelligence whether he knows it or not: "Was Browning a poet?" The tandem question, which piles one question upon another until the pupil is bewildered: "Who was Carton, what did he do, whom did he love, and how did his life end?" The blank question, a sort of tandem question in which the questioner seems to be fearful of revealing a particle of information in the question itself; he has studied somewhere that children must never be told anything, but must always be given the greatest opportunity for "doing it all" themselves. So he asks: "Who chased whom how many times around what?" or "Who told them to go where, and why?" There are other types of "wayward questions," but these suffice for our purposes.

The good question creates interest and provokes thought. It should usually be periodic in form, and the respondent should, as a rule, be designated after the question is asked. It should contain a key or challenging word. Questions should follow upon one another consecutively and sequentially, one growing out of and leading into another, so that were the answers compiled in sequence, without the interlarded questions, a unified and coherent composition would be the result. The imperative form of questioning is usually safer for the young teacher, for it comes more closely to being a topic for discussion, and does not tempt so easily to waste time. Topics should be stated uniformly, and each one should contain a big challenging word around which

the pupil's thought may be gathered. It is a good thing sometimes to assign group topics, the whole number within a group suggesting a single unified development of thought, such as the following:—

Kirk	Jim	Knight	Rotherwood
Hill	Coracle	Leper	Guests
Lighthouse top	Cruise	Charger	Host
Open sea	Treasure	Gate	Repast

Each group suggests a particular episode in a story. The pupils may be told to write or speak freely on the episode suggested, and to use in the composition the topical words given. In posing problems it is essential that the subject upon which work is to be based be completely surrounded. It is possible to say too much in problematizing a composition, to confuse rather than clarify; but it is quite unfair to pose a problem without furnishing pupils with complete data. For written composition work, problems are preferable to questions or topics. They suggest workmanship, have a more challenging appeal, and carry with them a more intense reality.

Is the Public School Failing to Train for Leadership?

By SUPT. EUGENE M. CROUCH
Mooresville, N. C.

Roger W. Babson is quoted as saying that only about five per cent. of the American people think and lead; the rest follow. And yet about twenty-five per cent. of our population is represented in the public school. Must the public school admit that it is doing so little creative thinking? Is our education, after all, largely a matter of words, and on a parrot level? Do the children in the public schools spend their time for the most part in copying, repeating and imitating? Let the public school answer.

A SCHEME FOR ENCOURAGING TRAINING IN LEADERSHIP

May 23, 1925, the Mooresville Rotary Club presented to the Mooresville High School a sterling silver trophy, to be awarded annually to the class making the best all-round record, as determined by the following standards:—

1. CONDUCT.—Evidence of developing the graces of politeness and good manners; growth in the power of self-control and moral leadership, as shown by a wholesome influence and by an attitude that contributes to the good name of the school and the up-building of the community.
2. SCHOLARSHIP.—Evidence of growth in personal initiative, ability to do independent thinking (not a slave to the textbook); power to deliberate, to face and master a new situation.
3. SOCIAL RESPONSIBILITY.—Evidence of developing social common sense, learning to co-operate for the best interest of the school and the larger interest of the community.
4. LEARNING TO SAVE MONEY.—As demonstrated by self-denial, self-mastery, growth in independence of character and moral leadership. "The self-denial necessary to save money," says the renowned Dr. Frank Crane, "is one of the evidences of a strong character. Ability is demonstrated by what you earn; character by what you save and how you save it." As a matter of fact, ability to save money is the acid test, because the boy who cannot save money is not able to cut off indulgences and avoid vicious habits, consequently develops an appetite instead of a man. Here lies the secret of a multitude of failures, explaining why thousands of talented boys never make more than mediocre men.

TRAINING FOR LEADERSHIP

Children must have opportunity for training in group effort, and under conditions that compel group initiative. At the same time the situation under which training is conducted must be social and self-imposed rather than super-imposed. Consequently the school must apply and extend the processes of self-government, if there is to be spontaneity, originality, and growth in personality and independence of character. The foregoing contest calls for co-operation, and the very foundation of ability to lead is laid in learning how to co-operate. It is team work that develops the higher qualities, give and take, and a disposition to work for a common purpose and contribute to the welfare of the group. Only thus will children learn to take an interest in one another, and be able to develop a broad-minded democratic view of life, and sound ideals of service.

STANDARDS IN THE CONTEST EVALUATED

1. Conduct, 30 per cent.
2. Scholarship, 30 per cent.
3. Social responsibility, 25 per cent.
4. Ability to save money, 15 per cent.

The foregoing estimate represents the combined judgment of five city school superintendents, three high school principals, five college and university presidents, a state superintendent of public instruction, a state supervisor of high schools, a state director of teacher certification, two college professors, a college dean, a director of university extension work, and a college business manager.

SPONSORS DIRECTING THE CONTEST

Four members of the faculty have been appointed to direct the contest, and a graph will be posted at the close of each six weeks' period, showing the comparative ranking of the classes.

Personal and Professional

MRS. JENNIE L. BARRON, who succeeds Miss Frances G. Curtis as the one woman on the Boston School Board of five members, is a lawyer who has won professional attention which makes her conspicuous among the professional women of the city. She is an attractive public speaker, was a graduate of the Boston public schools, and after earning university honors took the university law course. She is warmly welcomed to the School Board by the school men and women.

PROFESSOR HERBERT BROWNELL of the University of Nebraska Teachers College was the surprised recipient of an unusual Christmas present the evening of December 18, when his friends joined him in a dinner at the Grand Hotel. Superintendent M. C. Lefler of Lincoln city schools and Nebraska director of National Education Association, at the close of the dinner hour, in behalf of over one hundred former students of the professor, formally presented him with a life membership in the National Education Association. A roll of those contributing to the fund for the membership represented twenty-one states, and included eleven superintendents of schools, eleven university faculty members, eleven college faculty members, four state normal teachers and many in public school work. The professor has taught in Nebraska for thirty-one years, sixteen at the Peru Normal, and the last fourteen at the State University. The dinner was given under the auspices of the Phi Delta Kappa.

ALLEN P. KEITH, superintendent, New Bedford, has been elected under the tenure law for the second time. In 1908 Mr. Keith, the superintendent of East Providence, R. I., was elected superintendent of New Bedford, and was re-elected annually until the tenure law for superintendents went into effect in June, 1915, when he was placed on tenure, to serve during the pleasure of the City Board of Education. In January, 1922, Mr. Keith resigned to take effect at the pleasure of the board, and was released from service in May of that year. After about a year's absence he was re-elected, and on January 8, 1926, was again placed on tenure. We have known no parallel to this.

DR. WILLIAM C. BAGLEY, Teachers College, Columbia University, gives "The Plan for a Teachers' Home"—Olive M. Jones, chairman of the National Education Association committee, five hundred dollars. This is genuine professional devotion.

F. L. THURSTON, Los Angeles, one of the very wide-awake school men of Southern California, has been elected executive secretary of the Southern Council of the California Teachers Association. This is the big council of the Association, and Mr. Thurston is an executive who executes effectively. It means much to California as well as to Southern California to have him in this position of high official responsibility.

DR. ROBERT R. MOTON, principal, Tuskegee Institute, Alabama, and Dr. George W. Carver, one of the famous scientists of the country, because he has created more valuable products of sweet potatoes and peanuts than all other American scientists combined, will add materially to the attraction of the fourteenth annual medical clinic at the institute conducted by Dr. Eugene H. Dibble, Jr., which will surely be the most important of all these clinics in the John A. Andrew Hospital. Three prominent surgeons and physicians from the Massachusetts General Hospital and the Boston City Hospital, four from hospitals in Chicago, and three from New York City Hospital will be in attendance for demonstrations.

IDE G. SARGEANT of Paterson, New Jersey, president of the Department of Elementary School Principals of the National Education Association, is one of the most popular educational speakers of the year. There is something quite refreshing to have a principal of an elementary school as the top-notcher on educational programs, and this year this is true of Mary McSkimmon of Brookline, Julia E. Sullivan of Boston (a classroom teacher), and Ide G. Sargeant.

CHARLES F. WARNER, who died from a shock in Springfield, Mass., on January 10, was principal of the Technical High School of Springfield for twenty-eight years. He had been superintendent, Augusta, Maine, 1882 to 1883; assistant principal, Farmington, Maine, State Normal School, 1883 to 1888; master of Cambridge Manual Training School, 1890 to 1898. Dr. Warner was prominent in civic affairs of Springfield and in professional affairs in the state.

DR. FRANK L. McVEY, president of the State University of Kentucky, at Lexington, since 1917, is recognized as one of the scholastic leaders of the South, and one of the eminent authorities of the country in economics. He nationalized himself in economic scholarship as professor in the State University of Minnesota. As president of the State University of North Dakota he rendered notable service in standardizing the scholarship of the University and consequently of other state educational institutions. In Kentucky he has taken the leading part in educational progress.

"One's standard of living is in his mind. It is his conception of the way he wishes to live"

SOCIAL AND ECONOMIC STANDARDS OF LIVING

THERESA S. McMAHON, PH. D.

It is necessary to differentiate between a standard of living (the way people want to live) and a scale of living (the way people actually live). Miss McMahon's book is practically unique in its thorough recognition of the psychological character of standards of living. It is a revealing analysis of the way people want to live and of the origins, effects, and modifications of their desires.

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Speaks for Itself

Superintendent Washburne and his staff of workers in Winnetka, Illinois, have just completed a study of children's reading, in which 800 teachers and 36,750 children took part. This study was carried on under the auspices of the American Library Association with funds furnished by the Carnegie Foundation. A list of 796 books for which children expressed the greatest preference has been graded scientifically. At the head of the fourth grade list stands Perkins's THE DUTCH TWINS. Out of thirty books in the fifth grade list, *nine* are TWINS. Every book in the TWINS SERIES has been included.

Have you considered these books for supplementary reading?

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THE IRISH TWINS. *Grade V.*
THE ITALIAN TWINS. *Grades V and VI.*
THE SCOTCH TWINS. *Grades V and VI.*
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Geographical Readers

THE BELGIAN TWINS. *Grades VI and VII.*
THE FRENCH TWINS. *Grade VII.*

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THE CAVE TWINS. *Grade IV.*
THE SPARTAN TWINS. *Grades V and VI.*
THE COLONIAL TWINS OF VIRGINIA. *Grades VI and VII.*
THE PURITAN TWINS. *Grades VI and VII.*

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Book Table

LITERARY CONTRASTS. Selected and Edited by C. Alphonso Smith, late head of the English Department in the United States Naval Academy. Cloth. 432 pages. Boston, New York, Chicago: Ginn and Company.

This is not only a wholly new line of approach to literature, but a fascinating one, since it challenges the reader to judge at once whether the two forms, stories or essays, are comrades or thieves, more or less openly, one of the other.

One finds a new interest in George William Curtis when he reads his "The Leadership of Educated Men," published in 1882, and "The Scholar in a Republic," by Wendell Phillips, published in 1881.

The introductions to each two or three "Contrasts" are of inestimable value. This is demonstrated in the first "Contrasts," Edgar Allan Poe's "The Haunted Palace" (1839) and Longfellow's "The Beleaguered City" (1839), which is an interesting presentation of a vicious controversy of eighty-five years ago. "Literary Contrasts' have many interesting bits of literary gossip.

AFRICA. A Supplementary Geography. By James Franklin Chamberlain and Arthur Henry Chamberlain. New York: The Macmillan Company.

This fifth volume of "The Continents and Their People" by the Chamberlain Brothers, James Franklin and Arthur Henry, maintains the standard established in the volumes on North America, South America, Europe, Asia and Oceania. They have been successful in educating the superintendents and principals to the use of special school books for special countries.

Dr. Augustus O. Thomas tells a charming story of the young teacher from Honduras who visited a school in the United States recently and was quite amazed at what the children were reciting about her country, but she had sufficient humor to tell what children in her school learned about the United States and its Indians.

It is both tragic and comic for even our own school boys and girls to be studying about the Revolutionary War, the Civil War, the Spanish War as though anything about any one of those wars represents the English, the South (or the North) or the Spanish. The Chamberlains are rendering a real service by presenting Africa, for instance, from the standpoint of the Africa of today.

PROSE AND POETRY OF THE REVOLUTION. Edited by Frederick C. Prescott and John H. Nelson of Cornell University. Cloth. 290 pages. New York: Thomas Y. Crowell Company.

This is an anthology of American prose and verse during the years when the Colonists were getting in a frame of mind for the stirring addresses of Patrick Henry and Sam Adams, and continuing until the Colonial governments were superseded by the Federal Government. Naturally, nearly all of this literature was colored by the events of the time, and for this reason is precious to later generations.

Nearly a score of writers are included, most of them being familiar names, although we know them far better by their deeds than their writings. Such were Alexander Hamilton, Thomas Jefferson, Patrick Henry, Francis Hopkinson and John Dickinson, each of whom is accorded a chapter. Others included who are better known through their pens are Thomas Paine, John Trumbull, Timothy Dwight and Philip Freneau. An interesting chapter on "Revolutionary Songs and Ballads" traces the origin of familiar songs such as "Yankee Doodle." The book presents a fine array of specimens from each author. The editorial material is limited to brief biographies and other notes, while the authors are given generous space. As a repository of the best thought at this turning point in our national history, this book is extremely valuable, not merely for the student of literature, but for the historian and booklover.

SPIRITUAL VALUES IN ADULT EDUCATION. Volumes II and III. A Study of a Neglected Aspect. By Basil A. Yeaxlee of London. Cloth. Published by Oxford University Press.

No American, so far as we have read, has pushed the heart of education as wide and the soul of education as high as has the author of "Spiritual Values in Adult Education." We wish we could hope that American school men and women would see the school education extended into adult life as Basil A. Yeaxlee extends it. He makes it clearer than we have known any one else has made it clear that every educational movement gradually pushes its frontiers beyond the territory which it originally claimed as its special field of study. In some cases it pushes the economic boundaries, in others the political boundaries, in some the scientific boundaries, but all too rarely does it push its boundaries also to spiritual heights.

In expanding education in economic, civic or scientific widths, it must eventuate in personal and social functioning, and this inevitably rises to spiritual heights.

Today the vital factors in all professional, industries and commercial success are the personal and social phases. The "personnel department" is of first importance in every manufacturing enterprise, in every department store, in all banking institutions.

The crime wave from bandits to bank embezzlers is largely due to ignoring the Spiritual Values in Education.

Puttering over incidentals must give way to ennobling influence if America is to help herself and the world produce nations of spiritual leaders of men and women safe and sane, helpful and hopeful, tactfully trustful in home, in society and in business.

Every school library should, and every public library will expose its patrons to these most valuable spiritualizing volumes adapted to the present urgent need of teachers and preachers, of legislators and statesmen.

OPPORTUNITY. By Andrew W. Edson and Mary E. Laing, Oswego State Normal School. With Illustrations by Beulah Mitchell Clute. Cloth. Illustrated Chicago, New York: Benj. H. Sanborn & Co.

"Opportunity" is the sixth volume of the "Edson-Laing Series" of school readers giving emphasis to the dominant social-industrial-ethical idea. Most of the selections have an ethical value with suggestions of life in the industrial world magnifying common interests in our common life.

Children will be better and will be of greater service to the world in which they will live for reading these lessons. There are stories, incidents and poems.

RUTH TALKS IT OVER. By "Junius Vincent." Cloth. New York: The Macmillan Company.

"Junius Vincent" is the nom de plume of a well known writer who assumes this name to protect the women with whom he has talked very freely. It is a wholesome book representing the point of view of a class of men who are not over notional, but who look the present situation fairly in the face. Two of the chapter subjects indicate in a general way the subjects which "Ruth Talks Over": "They Don't Know What They Are Missing," "You Are Not So Good as Your Mothers, But You Are a Lot More Interesting."

TREND OF THE TIMES

Byrd to Explore Arctic From Air

A preliminary announcement declared that an independent attempt to explore the North Polar regions from the air will be made by Lieutenant Commander Richard E. Byrd, commander of the naval unit with the recent MacMillan expedition. Plans for the undertaking are still incomplete and it is not yet known whether lighter or heavier than air craft will be used. John D. Rockefeller, Jr., Edsel Ford and Vincent Astor are understood to be among the number of private citizens supporting the expedition. The object will be to explore northern Canada, Greenland, and Alaska, with a possible dash to the North Pole. It is probable that Spitzbergen or Etah will be used as the base for the take-off.

Doom Negro Slayer in Sixteen Minutes

What is believed to be the speediest court trial ever held in Kentucky in which a death penalty was imposed took place in the Fayette Circuit Court in Lexington, Ky. Sixteen minutes after the court convened Judge Richard C. Stoll sentenced Ed Harris, negro, to be hanged on March 5. Harris pleaded guilty to assault upon Mrs. Mary Bryant and the jury fixed the penalty within three minutes. Charges of murdering Clarence W. Bryant and his two children were not gone into after he had pleaded guilty to the assault charge. Because of apprehensions that a mob might try to lynch Harris, nearly a thousand soldiers with machine guns, whippet tanks and gas bombs were on duty, but there was not a semblance of disorder all day.

Machine Guns Protect Record Gold Cargo

Ten million dollars' worth of gold bars, the largest shipment ever received from South America, and one of the largest on record from any source, arrived recently in New York from Chile. Guarded by machine gunners, plain clothes policemen and other armed guards the gold was transported in armored trucks from the steamship dock to the Federal Reserve Bank of New York and there stored away in vaults with the several billions of dollars in gold already there. The gold was shipped by the Banco Central de Chile, Santiago, to its correspondent, the National Bank of Commerce in New York, as part of the development of Chile's new banking system, which was inaugurated recently on lines laid out by Professor Kemmerer of Princeton, financial and economic expert. The gold will be held as part of the Chile bank's reserve. A shipment also has been made to London for the same purpose.

Arbitration Snag Ends Coal Parley

The joint conference of anthracite operators and miners held in Philadelphia broke up February 2 without reaching an agreement. The miners adhered to their proposal of voluntary (non-binding) arbitration, said to be their most important concession in the present controversy. The operators continued in their demand for compulsory arbitration, insisting that the miners agree in advance to bind themselves to accept the findings of an arbitration commission.

Soviet to Sell Gems for American Plows

Believing that private buyers for the Russian Crown Jewels can take only a negligible portion of the treasure because of its enormous value, Soviet Russia is prepared to exchange the remainder for American agricultural machinery, locomotives and other products Russia urgently needs. Negotiations are in progress for the sale of the vast collection of gems, estimated to be worth $264,000,000, to American and other foreign jewelers. Russia makes no secret of the fact that she lacks money for equipment to reconstruct her shattered industries. Having failed to obtain loans abroad in the last eight years, she is obliged to utilize her own resources for the rehabilitation of her economic fabric. Other resources which Russia, if pressed, might convert into cash include mining and oil concessions and museum treasures, among them several hundred paintings by such masters as Rubens, Rembrandt, Van Dyke and Raphael, valued at $1,000,000,000. The Soviet officials are determined, however, not to part with the museum treasures.

Spanish Flyers Reach South America

Successful termination of an airplane flight from Spain to South America was recently accomplished by Commander Ramon Franco, who piloted the Spanish seaplane Plus Ultra. The flight started at Palos, Spain, to the Canary Islands, 817 miles; then to Cape Verde Islands, 725 miles; from there to Fernando Noronha Island, 1,432 miles; and finally to Pernambuco, Brazil, 279 miles. From Pernambuco they flew to Rio de Janeiro in a non-stop flight of 1,264 miles. The next objective was Buenos Ayres, a distance of 1,382 miles. Commander Franco and his companions are the first aviators to traverse the Atlantic from Europe to South America. On their return flight they hope to be able to reach Panama, Cuba and the United States, returning to Spain by way of the Azores.

Belgian Congo First in Radium Output

The Belgian Congo has displaced the American West as the chief source of radium, according to Dr. Richard B. Moore, industrialist, in a report through the American Chemical Society. The deposits of the Congo are extremely rich, says Dr. Moore, the selected ore now being sent to Belgium averaging nearly fifty per cent. of uranium-oxide, from which radium is derived. The percentage is higher than that of the Colorado and Utah deposits, which in the beginning were considered extraordinary. The extent of the Congo output, says Dr. Moore, is kept secret and the Belgians give little detailed information concerning their technical methods of production, but he estimates that "there is at least a possibility of a total production up to date for the whole world of over 300 grams of radium element."

Exempt Indians from Tax Payments

Tom Pavatea, a full-blooded Hopi Indian, does not have to pay an income tax to the Federal Government on the profits realized by him in several enterprises on the Hopi Reservation in Arizona, according to a ruling by the Interior Department. The Indian refused to pay taxes aggregating $367.50 and appealed to the Bureau of Indian Affairs as guardian of the Indians. The department decided that as Pavatea's income came from sources within the Hopi Reservation, which is Government property set apart for the use of the Hopi tribe, it was not taxable. The same principle applies to the incomes of all restricted Indians living on reservations everywhere in the United States.

EUROPE: A GEOGRAPHICAL READER. By Vinnie B. Clark, San Diego, California. Cloth. 570 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Such a Geographical Reader as this, so full of vital information, so attractively written, so free from everything stale and unimportant, so beautifully illustrated, makes one realize that there is indeed a genuine fascination in school life today, something beyond the most vivid imagination's power to conceive only a little while ago.

Of all the world beyond us there is more need that children, and everybody else, should know Europe, than any other part of the world, for it is so close to us now that we talk with every country in Europe any evening that we care to. They hear us sing and we hear their symphonies.

We have left the Europe of 1916 as far behind as though a century had elapsed. We are living in a new universe socially, civically, industrially, commercially, economically, artistically, scientifically, agriculturally, politically and in a multitude of other ways.

Vinnie B. Clark appreciates this so far as our relations with Europe are concerned, and she makes it possible, yes, inevitable, that school children of today will no more think in units of ten years ago than they can think of ox-carts on boulevards.

THE COLLEGE PRESIDENT. By Charles Franklin Thwing, LL.D., Litt.D., president emeritus of Western Reserve University and Adelbert College. Cloth. 345 pages. New York: The Macmillan Company.

No one is as well qualified by experience to write of the American college president as is Dr. Thwing. Not even Dr. Charles William Eliot, who has lived longer and has known great scholars more intimately probably, and has known great scholars who had passed on before Dr. Thwing's time, has known as many university presidents in all lands in their own fields as has Charles Franklin Thwing.

Certainly no other American has known as many American university presidents in action as has he, and no score of American university presidents combined have known so much of the world as intimately as has he.

What is really more important, Dr. Thwing has never known any one, has never seen anything without wondering how it might sometime fit in somewhere somehow. His experiences have always had the virility of a trained sportsman. He has always been dynamic in his association with men of action. His mind has never been static. He has never stopped to study mummies or anything anaemic. If an experience or an acquaintance lacked red corpuscles Charles Franklin Thwing has never accepted an invitation to tarry.

His latest book is a demonstration of all that we have said. He was president of Western Reserve University and Adelbert College for thirty-one years, and for half a century he was affiliated with scholastic leaders, but this book from first to last is written in order that the closing chapter might be about "The *Future* of the Office."

THE TEACHING OF ELEMENTARY ALGEBRA. By Paul Ligda, Oakland, California, with Introduction by John Wesley Young, Ph.D., Dartmouth College. Cloth. 256 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

Dissatisfaction with results in teaching Algebra is so general that every attempt to give something new is heartily welcomed. Paul Ligda has the courage of his convictions. He has learned from experience that books using purely deductive methods fail to produce satisfactory results with most students, and through *bitter* experience that purely practical books do not contain "that subtle and elusive thing which, once grasped, gives mastery over mathematical processes." He admits surprise when he learned that a combination of the former theoretical with the present practical also fails to develop habits of qualitative thinking.

In view of all these dissatisfactions Ligda presents a method of "problem analysis" which Professor Young of Dartmouth College thinks constitutes a real contribution to mathematical methodology.

Books Received

"Childhood's Fears." By G. F. Morton.—"The Measurement of Achievement in Geography." By Mendel E. Branom.—"David Copperfield." By Charles Dickens.—"The New Civics." By Roscoe Lewis Ashley.—"Essentials of French Grammar and Composition." By Otto F. Bond.—"The Way of All Flesh." By Samuel Butler.—"What Is Faith?" By J. Gresham Machen. New York: The Macmillan Company.

"Health Habits." Books One and Two. By W. E. Burkard, R. L. Chambers, F. W. Maroney. Chicago: Lyons and Carnahan.

"Fiber and Finish." By E. E. Dodd.—"Les Misérables." By Victor Hugo. Boston: Ginn and Company.

"Principles and Practices of Secondary Education." By John Addison Clement.—"Dakota Birds." By Loren G. Atherton and Nora M. Atherton. Pierre, South Dakota: J. Fred Olander Company.

"Toute la France." By Jean Leeman. New York: Charles E. Merrill Company.

"Exercises in Algebra." By R. W. M. Gibbs. New York: Oxford University Press, American Branch.

"Laboratory Exercises in General Chemistry." By William Foster and Harley Heath. New York: D. Van Nostrand Company.

"Music Appreciation for Every Child." By Mabelle Glenn and Margaret Lowry.—"Music Notes." Books One and Two. By Mabelle Glenn and Margaret Lowry. New York: Silver, Burdett and Company.

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Finds World Ideals Gone in Jazz Era

Dr. Charles Gray Shaw, professor of philosophy at New York University, has suggested a universal strike until people have been told what is the value of life. He recommended offering a $1,000,000 prize to the man who can invent a fresh value for being alive, contending the contemporary world has seven deadly ones. His comments on the seven deadly values were: Speed—it is not where we are going or why, but how fast can we get there; Radio—the ideal of distant communication in the twinkling of an eye appeals to us as worth while even when the distant place or person may be of no importance; Love—the love value advertises itself in every place, billboard, electric sign, book, magazine, newspaper; we have sex uber alles; Health—at the present rate of living, it is only natural that we should think of health; Entertainment—we have come to the conclusion that we must be entertained whether we are tired business men or weary business women; Complexes—no home is complete without a complex of some sort; time was when psychology was confined to the classroom and laboratory, but now it is running foot-loose in the street; Money—our armor of wealth has only one weakness—our fear of the two-dollar bill. The signs of the time are dollar signs, and our great god is Mammon, as our great man is Dives.

Issue Insurance to Bootleggers

That more than 1,200 men and 100 women bootleggers in California are protected by insurance is the belief expressed by Will Moore, state insurance commissioner of Oregon. He stated he has learned that these policyholders pay weekly premiums ranging from $2 to $15 for partial or complete protection against hazards attending their illicit operations. Premiums paid to the company handling the insurance amounted to $500,000 in 1925, he said he had discovered.

League of Nations Enters Seventh Year

The League of Nations began its seventh year of existence on January 10. The anniversary found all League circles convinced the Geneva organization has definitely and safely embarked on a useful career of international co-operation designed to be helpful to mankind. The future activities of the League will give first place to disarmament studies, and the proposed economic conference is expected to have a profound effect on international relations, especially the problem of equitable distribution of raw material, which has become such a burning topic on both sides of the Atlantic. The greatest single event in 1926 will be Germany's entrance into the League, where she will have a permanent seat on the council.

Twelve Billion Income Received by Farmers

Farmers received a gross income of $12,136,000,000 from agricultural production for the year ending June 30 last, a larger gross income than in any year since 1921, according to figures made public by the Department of Agriculture. For the year ending June 30, 1924, the figure was $11,288,000,000.

Natives of India to Chew Gum

Wood McCargo, distributing agent for the Standard Oil Company, who recently returned from India, said that shortly prior to his leaving that country a shipment of chewing gum arrived. There will be an attempt to induce the native Indians to abandon the customary quid of betel nut and chew the American product, he stated. American business enterprises are slowly getting a foothold in India, he asserted, adding that automobiles, for instance, which are as common among the natives as among the Europeans in India, are largely of American manufacture, and the more popular brands of American tobacco, which a short while ago were unheard of in India, are now available in all the larger cities of the country.

Japan's Growth in Population

The population of Japan proper is increasing at the rate of 750,000 souls annually. The census taken last October shows the total population of Japan proper to be 59,736,704, which is an increase of 3,773,651 since the last census five years ago. The population of the United States was 105,710,620 in January, 1920, and the population of Germany was 62,474,872 on June 16, 1925. In Japan men outnumber women in the ration of 101 to 100, while in the United States, Canada and Sweden the reverse is the case. The density of population in Japan is more than 100 times that of the United States. The area of Japan is about the same as that of the State of Montana.

Senate Inquiries Are Expensive

Senate investigations and hearings between July 1, 1924, and April 24, 1925, cost $215,383, the Senate learned recently in the annual report of the secretary, Edwin P. Thayer. Investigations into the internal revenue bureau apparently were the most costly. Earl J. Davis, counsel for that committee, received $10,500, at the rate of $100 a day.

Valuable Inventions Shown at Exposition

The exposition of new discoveries, held at the Carnegie Museum in Pittsburgh, included the "photo electric cell," a delicate device to detect fire in inaccessible places; lighthouse lenses with a range of seventeen miles; and a ground microphone to locate entombed men in mine disasters. The photo electric cell was demonstrated as a silent sentinel to guard against fire in ship holds, warehouses, and, in fact, in any place where an automatic alarm is needed. The cell, upon which a beam of light plays, is so sensitive that even a thin veil of smoke, passing between it and the light, causes an alarm to sound. The lighthouse lenses, capable of casting light beams seventeen miles out to sea, are said to be a fifty per cent. improvement over the old foreign-made lenses. The United States Bureau of Mines presented the "geophone," which it purposes to use hereafter in efforts to learn the fate of miners entombed by explosions or fire. The dropping of a pin in the immediate vicinity of the geophone can be detected, as can any underground sound.

New Coins for Free State

The text of a bill issued in Dublin shows that the new Irish Free State coins, which will replace British currency in Ireland, will bear the Irish harp with the head of the founder of the Free State, Arthur Griffiths. The new coinage will be seventy-five per cent. silver and twenty-five copper. It will be minted either at New York or London, as the government does not intend to establish a mint in Dublin now. The Free State equivalent to the English penny will be called the "pingin" and the English half crown will be replaced by the "leat coroin."

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EDUCATION IN ACTION

Ceramic School in Canada

Four years ago in Saskatoon, Can., what is said to be the first ceramic school in the British Empire opened its doors to students. Its first class will shortly graduate as ceramic engineers. Credit to the University of Saskatchewan is due for this educational innovation, born of the needs not only of this western province, but of the other provinces of Canada. There was a logical reason behind the establishment of a school to make an exhaustive study of clay and clay products. Saskatchewan has clays which analyses have proved to be suitable for such utilities as sewer pipe and structural ware, as well as for pottery of various grades. The clay products industry of Canada has at present an output worth about $8,000,000 a year. In addition Canada imports from $6,000,000 to $11,000,000 worth of clay and manufactured clay products. Experts trained in the Canadian ceramic school are now available to the industry of that country.

Women Teachers' Club to Permit Smoking

Due to an irresistible demand, the clubhouse of the women's faculty at the University of California has decided to permit smoking and to offer cigarettes for sale. "It was the only thing we could do," declared Miss Marian Ransome, manager of the clubhouse. "Members of the club are mature women and certainly know whether they want to smoke." No students live at the faculty club. Those who eat occasional lunches there come only as guests of members.

Industries Provide Scholarships

Industry is annually contributing thousands of dollars to middle western colleges and universities for specialized work in their research laboratories. At least $21,762 is provided for scholarships and fellowships at the University of Wisconsin. A well-known poster advertising company is contributing the largest individual sum, $6,000, which maintains two fellowships open to graduate students only. More than $25,000 is available to students at the University of Minnesota, in research scholarships. Nearly every department of the university has received one or more substantial gifts. For the study of meat packing and handling processes, an annual gift of $2,500, for three years, has been made to the University of Chicago. The income from a fund of $10,000 is available to a fellow in chemistry or chemical engineering at the University of Illinois. Northwestern University has scholarships in the study of fire insurance and allied lines of business provided by certain of the large fire insurance companies.

Flunked Freshmen Given Chance

Twelve Rutgers freshmen met recently in the first class ever organized in any college for the benefit of dropped freshmen. These men fell below the grade necessary to remain in college, and are taking advantage of the intensive course for irregular freshmen which has been designed by President John M. Thomas and the Rutgers faculty to help reduce the number of failures in college. Classes in the intensive course are all taught by full professors and department heads. Each class meets daily instead of three times a week. Life interest subjects of practical value, such as American economic history, compose the curriculum. The endeavor is to get the freshman out of the grind and grill and to stimulate him to an intellectual awakening. Success in this course will give the student a chance to re-enter college in a regular course. The experiment has met with enthusiastic approval by the Rutgers alumni and prominent educators, and the results will be watched with interest.

Brown to Honor Orchestra Conductor

President W. H. P. Faunce of Brown University has announced that a special convocation will be held February 24 for the conferring of honorary degrees on Serge Koussevitsky, conductor of the Boston Symphony Orchestra, and Roy Chapman Andrews of New York, explorer. President Faunce said the convocation had been called at this time because neither M. Koussevitsky, who conducts European orchestras in the summer, nor Mr. Andrews, who leaves on March 1 for exploration in Turkestan, could be in this country in June. Visiting Day, which has taken place heretofore the first Wednesday in March, will be held in conjunction with the convocation, and the advisory board of the Associated Alumni, made up of Brown clubs in all parts of the United States, also will convene at that time.

Honor Woman Dean of Rhode Island College

Announcement was made in Kingston, R. I., that Miss Alice Edwards, dean of women at the Rhode Island State College, had been named chief executive secretary of the National Home Economics Bureau at Washington. She will assume her new duties in February. Miss Edwards, a graduate of Oregon Agricultural College in 1906, has studied at Columbia University and the University of Chicago. She has taught in many institutions in various parts of the country.

No Pupils in This School

For five days a week the bell at the little village school in Lakenan, Mo., rings out regularly; and on five days a week, after calling school, the teacher glances wearily across the empty school lot and goes inside to sit idly at her desk through the day's sessions. There are no pupils. All the school children in the district either go to parochial institutions or attend school in neighboring towns. However, the teacher has a contract with the school board and she clings to the post of duty.

Men Students Establish Principle of Equal Rights

Professor Ira B. Cross of the University of California recently expressed annoyance at the time taken from studies by feminine students powdering their noses and freshening their countenances. He said boys had equal privileges and rights if they desired them. In keeping with this statement, two men appeared shortly afterwards with shaving equipment and when Professor Cross started his lecture they lathered and shaved. Professor Cross led the applause, saying that if they would make their names known to him—he was unable to recognize them under the lather—he would see that they received a grade of "A" for the term.

The Nebraska State Teachers College at Kearney organized a student unit in the National Education Association on January 25, 1926. Under this plan more than fifty students have already begun their connection with professional organization. George E. Martin is president of this teachers college.

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A Perilous Situation

"The wideawake student," observes a university man, "occasionally puts a question which the next minute he will regret. In this relation one recalls a story told by a Yale instructor who was lecturing on oxygen.

"'Oxygen,' said he, 'is essential to all animal existence. There could be no life without it. Yet, strange to say, it was discovered only a century ago.'

"'What did they do, then, sir,' a student asked, 'before it was discovered?'"—Harper's Magazine.

A Hurried Age

Teacher—"What is the opposite of misery?"

Class—"Happiness."

Teacher— "And the opposite of woe?"

Class—"Giddap."— The Brooklyn Teacher.

Parental Blindness

"Dad, can you sign your name with your eyes shut?"

"Certainly I can."

"Then shut your eyes and sign my report card."

Good Night!

Fond Mother—"Yes, Rosabelle is studying French and Algebra. Say 'good morning' to the lady in Algebra, Rosabelle."

A Splitting Voice

Dealer: "Did I understand you to say that the parrot I sold you uses improper language?"

Cultured Customer—"Perfectly awful. Why, yesterday I heard him split an infinitive."—Boston Transcript.

Overlooked

Mabel—"Who was Shylock, Aunt Ethel?"

Aunt Ethel—"My dear! And you go to Sunday School and don't know that!"

A Clean Breast of It

The House Agent—"You say you have no children, graphophone or wireless, and you don't keep a dog. You seem just the quiet tenant the owner insists on."

The House Hunter—"I don't want to hide anything about my behavior, so you might tell the owner that my fountain-pen squeaks a bit."

A New Prayer

Tommy, back from his first football game, revamps his prayer:—

God bless pa,
God bless ma,
God bless Tommy,
Rah, rah, rah.

—M. I. T. Voo Doo

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Mabel Carney's Itinerary

Letters from the United States when mailed between the dates given below should be addressed to the places named after each date.

From January 20 to February 1, address letters in care of Mr. J. H. Hallam, 15 Grange Court, Headingley, Leeds, England.

February 1 to 5, in care of Steamship Appan, Elder Dempster Line, Liverpool, England.

February 5 to March 5, in care of Mr. James R. Sibley, Monrovia, Liberia.

March 5 to April 12, care of Steamship Adolph Woermann, sailing April 22 Woermann Line, Southampton, England.

(Say in corner of envelope—"For passenger boarding ship at Las Palmas, Canary Islands.")

Letters may also be addressed during this period in care of Dr. E. G. Malherbe, University of Cape Town, Box 594, Cape Town, South Africa.

April 12 to May 1, care of Mr. H. S. Keigwin, Director of Native Development, Salisbury, Southern Rhodesia, Africa.

May 1 to June 15, care of Mr. J. W. C. Dougall, Box 340, Nairobi, Kenya Colony, East Africa.

June 15 to July 15, care of Mr. James K. Quay, American Mission, Cairo Boys' School, Cairo, Egypt.

July 15 to August 20, care of American Express Company, Paris, France.

August 20 to September 1, in care of Miss Elvire Smeyers, Ministry of Agriculture, Brussels, Belgium.

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Confidence in the Girl of Today

By Dr. Mary E. Woolley

President Mt. Holyoke College.

President Mary E. Woolley of Mount Holyoke in an address at Northfield Seminary recently deplored pleasure madness, trashy literature, and jazz, and their reaction on the girl of today, but expressed confidence that the new generation will carry on infinitely better than the present generation. There is no occasion for being worried about our young people. Her topic was "The Girl of Today." "I believe they are going to carry on as well as we have, and I hope and believe that they are going to carry on infinitely better because of the powers of vision within them and the strength to realize that vision in life."

Dr. Woolley took as an example a composite girl made up of the college girl and thousands of girls in other walks in life, dividing her into "compartments" of the physical, intellectual, social, and spiritual life. She stressed health as invaluable, stating that the girl of today is much better physically than the girl of twenty-five years ago. In the intellectual realm girls are thinking and talking about every subject in the world, but there the danger lies in destructive criticism rather than constructive criticism. She doubts that the present-day girl's reading compares favorably with that of the girl of a generation ago. On the reading tables of our homes what sort of literature do we find? It is not bad; it is usually good current literature; but the literature that is for all time is not there. In speaking of amusement she impressed her hearers with a comparison which she drew of the different influences that jazz and chamber music, for instance, have upon the individual. The pleasure madness of today is alarming, but a girl's social standards are not unsettled so much under college influence as in settling down in life after college. The danger point is in the world outside. For this social disease she suggested that mothers make comrades of their daughters, and that the home be made the centre of the amusement of the family. The centrifugal movement away from the home is a cause of present-day social conditions.

The flapper in college is a comparatively simple problem, but the larger problem is that of the divine right of the individual to do as he pleases; to adjust this really fine conception to responsibility and a sense of proper values. Present-day lawlessness could be cured by a proper conception and adaptation of the principle that no man liveth to himself.

Our Young Folks

Much is being said and said rather despairingly just now about the boys and girls of this generation. With the realization that in them the America of twenty, or thirty or forty years from now will find its life and expression of thought and action, there is a disposition to look with misgivings on the future. Mature people, who may perhaps have lost something of value in leaving youth behind, urge

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that society by organization must do something to check the tendencies of the young generation of today. Of course, things should be done, but nothing that can be done in this way will be of such tremendous consequence to the boys and girls as the things that they will do themselves in embracing their opportunities by experience, often by hard experience in developing those qualities that are fundamental in success and achievement.

In spite of the misgivings so widely expressed at present, we believe that the boys and girls of America of the present day have in them just as much of the making of strong men and women of thirty years hence as had the boys and girls of thirty years ago. No boys and girls in the world have a better chance than the American boys and girls of today. Soon to come into their hands is the greatest of nations. They will be equal to the task; perhaps better fitted for it than are the men and women of these days for the present tasks of the Nation. Not all of the boys and girls will embrace the rich opportunities of American life; not all of them ever do. But out of the great body of boys and girls of one day will come the strong men and women of another day. Never fear.—From the Springfield Union.

Meetings to Be Held

FEBRUARY, 1926

8-13: Oklahoma Education Association, at Oklahoma City. C. M. Howell, secretary, 708 Continental Building, Oklahoma City.

12-13: Connecticut State Teachers' Association, at Hartford, New Haven, Bridgeport, and Norwich. Samuel P. Willard, Colchester.

21-25: N. E. A. Department of Superintendence, Washington, D. C.

MARCH.

18-20: North Carolina Teachers' Assembly, at Raleigh. Jule B. Warren, secretary, Box 887, Raleigh.

18-20: South Carolina Teachers' Association, at Columbia. J. P. Coates, 709 National L. & E. Building, Columbia.

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

JUNE.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

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